



Academic Senate
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MEETING OF THE ACADEMIC SENATE
Tuesday, October 27 2009
UU220, 3:10 to 5:00pm

- I. **Minutes: Approval of minutes** for the July 22, September 14, and October 6 2009 Academic Senate meetings (pp. 2-11).
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
 - Regular reports:
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Vice President for Student Affairs:
 - E. Statewide Senate:
 - F. CFA Campus President:
 - G. ASI Representative:
 - H. Committee Chair(s):
 - Special reports:
 - A. **Skip Parks, Dean for Continuing Education: report on summer session**
 - B. **Dave Ragsdale, Environmental Health & Safety Manager: report on H1N1 influenza preparedness**
- IV. **Consent Agenda: Curriculum:** approval of new courses: ARCE 449, ARCE 473, ART 371; approval of new minor: Asian Studies Minor [History Department] (p 12). Curriculum summary available at:
<http://www.academicprograms.calpoly.edu/curric-handbook/Continuous-Course-Summaries/Continuous-Course-Summary.doc>
- V. **Business Item(s):**
 - A. **Resolution on Furlough Vote and Implementation Plan:** Executive Committee, first reading (pp 13-14).
 - B. **Resolution on Furlough Implementation and Faculty Rights:** Executive Committee, first reading, (pp 15-23).
 - C. **Resolution on the Cal Poly Statement on Commitment to Community:** Morton, VP for Student Affairs, /Zweifel, CAED Associate Dean, first reading (pp 24-25).
 - D. **Resolution on Addition to Academic Senate *Bylaws of the Academic Senate* to Include Process for First and Second Readings:** Executive Committee, first reading (pp 26-27).
- VI. **Discussion Item(s): Academic Freedom and Michael Pollan Talk**
- VII. **Adjournment:**

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA 93407
ACADEMIC SENATE

MINUTES OF
The Academic Senate Faculty Forum
Wednesday, July 22 2009
UU 220, 1:30 to 5:00pm

- I. Minutes: none.
- II. Communications and Announcements: none.
- III. Reports:
 - A. Academic Senate Chair: none.
 - B. President's Office: none.
 - C. Provost's Office: none
 - D. Statewide Senators: none.
 - E. CFA Campus President: none
 - F. ASI: none.
 - G. Caucus Chairs: none.
 - H. Other: none.
- IV. Consent Agenda: none.
- V. Business Item:
- VI. Discussion Items: **current budget situation**
(Provost Koob) Each college has a plan to meet if college-based fees (CBFs) are not passed. The cuts made to the CSUs are now permanent, but the furloughs are not. Next year, the amount saved by furloughs will be met by a 9.5% reduction in enrollment.

(Question) I have a concern about the implementation of the 10% workload reduction. If it's done improperly it will jeopardize the quality of our classes and lower the reputation of our education. Wouldn't it be better for faculty to teach fewer WTUs to maintain the quality of teaching? (Koob) The problem is we don't yet know what the rules will be. We can't set rules until an agreement has been reached. I trust faculty to make the right decisions.

(Question) Are there two levels of layoff/budget cuts? (Koob) There could be additional department layoffs to meet reductions. (Question) Is it true that every MPP employee in the system will also be subject to furlough? (Koob) The chief of police is exempt.

(Question) The Chancellor's budget is based on fee generation. Lower enrollments will create a downward spiral. We are always told to do more with less. When do we start doing less with less so the public becomes aware of the problem? (Koob) The number of SEUs is our choice. What has been reduced is resident students. The reduction can be replaced by other ways of rebuilding the student body. We have too many students—some CSU campuses have a faculty/student ratio of over 24.

(Question) How could both Cal Poly and the CSU restructure? Are there any thoughts for ASI to share some of the burden such as athletics. Can we still afford Division I athletics? (Koob) Larry Kelley put together a list of possible restructures but all were rejected at the CSU level. We had no opportunity to restructure. We have been forbidden to shift responsibilities.

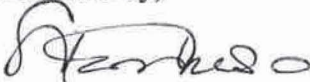
(Question) Some courses could be taught more effectively. Our physical model is a problem. Is there a plan to change this and can we afford it? (Koob) We are told that we have to follow a model. We do have a list of rooms that could be remodeled; however, remodeling to auditorium-style rooms cannot be done quickly. So far we have not received a request for changes so we have to assume that most requests have been accommodated.

(Question) How will a 10% cut in enrollment be implemented? (Koob) The intention is to reduce the incoming class by a small amount and take half as many transfer students. We also plan to move summer session to Continuing Education. There is a lack of clarity as to what faculty salaries will be for teaching summer session courses. Fees will go up for students taking courses during summer session. There is the expectation that we will graduate a larger number of super seniors. We have the right to graduate a student against their will. We presume we can graduate 500 of 1500 super seniors. We'll enroll students in those courses they must take in order to graduate. We're also recommending that academic probation be more tightly enforced. Another plan is to move graduate students to Continuing Education.

(Question) Is there any consideration to eliminate areas of study or colleges? (Koob) No, program elimination is not being considered. (Question) Is there any consideration to eliminate senior project? (Koob) Yes, this is up to the deans.

VII. Adjournment: 5:00pm

Submitted by,



Margaret Camuso
Academic Senate Analyst

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA 93407
ACADEMIC SENATE

MINUTES OF
Academic Senate Retreat
Monday, September 14 2009
UU 220, 1:00 to 5:30pm

- I. Welcome** – Rachel Fernflores, Academic Senate Chair, welcomed everyone and reviewed the agenda for the day. President Baker stated that Cal Poly needs to focus on graduation rates and how long it takes students to graduate. The philosophy of “learn by doing” at Cal Poly has served us well but we need to be clear on what it means and be able to identify it based on outcomes.
- II. Budget Update** – Larry Kelley, Vice President for Administration and Finance: PowerPoint presentation is available at:
http://www.calpoly.edu/~acadsen/agendas/09-10_agendas/operating_budget_update.ppt
- III. Enrollment** – Provost Bob Koob reported on the importance of maintaining the social contract with our student to make sure that they get to graduation. Getting students to graduation in an efficient manner allows faculty members to work on scholarships, grants, whatever it might be to cope with the budget crisis. As a university, we need to find a general solution that allows students to get into the major they need to graduate.
- IV. General Education** – Harvey Greenwald, CSM faculty, provided a summary on the impact Visionary Pragmatism has had on general education (GE). PowerPoint presentation by Doug Keeseey, Director for General Education, is available at:
http://www.calpoly.edu/~acadsen/agendas/09-10_agendas/ge_091409.ppt
- V. Reports from GE discussion groups**

Table 1

What are the strengths of Cal Poly’s GE program?

- The emphasis on communication
- The different templates for the colleges

In what ways could the GE program be stronger?

- More interdisciplinary classes
- Credit should be given for foreign language
- The requirements should be consistent across colleges
- Accept additional options such as Human Nutrition

- Additional courses to broaden a student's horizons and improve her/his functioning in life
- Course availability

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

No! Too many choices, not polytechnic enough, not interdisciplinary enough, too many courses not designed to make the students better people

Table 2

What are the strengths of Cal Poly's GE program?

- Variety within the GE areas allows students to strengthen their level of understanding in subject areas outside of their major course of study
- It is strong because the CSU program is strong
- Students can delve into subject areas outside their interest or field of study to enhance their educational experience
- It is evident that the entry-level writing intensive courses have established a framework that has allowed students to improve their writing skills over their undergraduate career
- Writing intensive courses at Cal Poly have the advantage of lower enrollments providing students with more feedback from instructors to improve writing
- The proposal and approval process for GE courses results in a document with enough specificity and defined learning objectives to allow any instructor to plan and implement a course that meets the GE requirements
- The Technology GE elective area allows students to sample a broad range of disciplines outside of their specified major

In what ways could the GE program be stronger?

- Some suggest that the program is strong enough
- Help students to appreciate the value of GE
- A way to make the program stronger is to reduce the number of options in each area and focus more heavily on the skill sets that students require to be effective learners as opposed to possessing a predetermined amount of information
- There should be an effective, relevant and manageable review process to determine which courses continue to meet the ULOs. Sometimes "longtime" course offerings continue to be offered without determining how these courses continue to hold up in comparison to newer courses or courses with revised content
- The rigid areas for GE make it difficult to integrate interdisciplinary principles into existing courses. Moreover, the infrastructure to support interdisciplinary courses is insufficient.

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

Yes, the GE program at Cal Poly is consistent with CSU requirements. Cal Poly does not have flexibility with implementation

Yes, the Area F elective helps us as a polytechnic

Table 3

What are the strengths of Cal Poly's GE program?

- Departments or colleges that teach GE feel more of an investment in GE than those that do not. Part of this seems to be ownership; we should redefine GE to have ownership by all colleges
- A great variety of courses are available in some areas, like D5

- GE 2001 opened up a lot of opportunities for student choice. There was less 'protection' of courses and credits in some areas or departments
- There is an opportunity for students to put together pieces of their education in a more meaningful way by selecting appropriate GE courses
- Classes are taught by people who are experts in their disciplines
- Faculty who are teaching GE courses are dedicated to student learning in those classes. These faculty look at GE as an important part of their jobs
- GE classes have to include important learning components that make them more intellectually rigorous
- GE program provides the breadth that many people consider essential to a professional education
- GE's strength is breadth of exposure

In what ways could the GE program be stronger?

- Students choose courses based upon what is available rather than on what they would really like to take
- Low supply of the courses students want means that they just take what is available. This is not a recipe for value
- Is there a path in GE that ensures student success and perception of value?
- The notions of 'broad and foundational' and 'breadth' are not widely embraced and are somewhat arbitrary
- The idea that GE should not engage in learning assessment is an indication that GE is not really important or valuable
- Students form a community in their major; they do not form a community within GE.
- Professional colleges should talk more about how GE can be stronger rather than how it might be eliminated
- It is the opinion of many faculty that the process to gain approval for a course in GE is arbitrary and uneven
- A broader diversity of faculty from all colleges on GE committees may improve perceptions of governance
- GE courses do not have to 'face the market.' They have a captive market and therefore are less concerned with student-perceived value

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

- Yes, because it is consistent with the new strategic document which defines polytechnic as beyond the professional specialization
- Yes, but only in a baseline way. Unless students are guided to connect the courses in an integrated experience, it is not really meeting the objectives. It works for selected students
- No. In Europe, most of this material would not be deemed essential to a university education
- No. Most student learning occurs in the major. A GE program that is required to integrate with the professional areas would be de facto more responsive

Table 4

What are the strengths of Cal Poly's GE program?

- Broad exposure to many fields
- How strong are the writing and oral skills of upper level students as perceived by both the students and the instructors of upper level classes?

In what ways could the GE program be stronger?

- Introductory foreign language should be allowed for GE, especially to support foreign study
- Comprehensive GE packages for studying abroad in a particular country

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

Yes, it provides a common core

Define polytechnic university?

Table 5

What are the strengths of Cal Poly's GE program?

- Contributes to the accomplishment of ULO; shows a direct connection with student accomplishment
- Distributes/exposes students to content, perceptions, habits of mind
- Potential use of interdisciplinary education
- Lower division GE gives foundational information; upper division GE allows incorporation into major specializations as well
- Great value of content during course and/or after the course

In what ways could the GE program be stronger?

- Provide a clearer administrative mechanism for interdisciplinary measures
- Experts need to stay in their appropriate areas of GE
- Open the interpretation for breadth of classes; i.e., anything not in the major is a GE course
- Sequence/cluster courses of GE
- Area C elective or language course (intermediate level)
- Checking off classes; not folded into essential part of student through put; an add-on to their education
- Advising in terms of when and what GE courses students need to take; responsibility needs to be put on educating faculty on GE area learning outcomes/specifics

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

It could do better. There is no clear inclusiveness for "using" GE courses in one's major course of study. Where is the mechanism to balance a student's field of study with other fields of study via GE?

Table 6

What are the strengths of Cal Poly's GE program?

- Promotes life-long learning and provides social perspective
- Develops the ability of students to work with people from different backgrounds; sensitivity to disparate backgrounds

In what ways could the GE program be stronger?

- The value of GE may not be readily apparent to faculty but may be apparent to students
- Access to classes should be timed so the content is context appropriate to major course
- There's a disconnect among faculty and students re the meaning of ULO terms
- Critical thinking should be taught later in the curriculum

- Delivery of content and learning should be interdisciplinary. Use multiple departments to offer one course (team teaching). Could look at current models of thematic GEB offerings?

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

- How do GE courses fit with major courses?
- What is the common theme or coherence in GE courses?
- Contributes to life-long learning, not major learning.
- Are there tools to advise students on course choices?
- Should emphasis be on faculty advising?
- Integrate GE course content/learning outcomes with major classes?
- Maybe not be a common core for a comprehensive polytechnic UNIVERSITY, but may provide for a comprehensive polytechnic STUDENT.

Table 7

What are the strengths of Cal Poly's GE program?

- Creates opportunities for majors from diverse backgrounds to learn together and from one another
- Provides strong connection to the issues of society and teaches thinking and communication skills that are essential for educating informed and effective future professionals

In what ways could the GE program be stronger?

- Create a way which allows faculty to learn and understand how to help students integrate the different parts of their education into a whole experience
- An effective GE experience is much more likely with effective advising. For example, it is preferable to take 200 level classes and then 300 level classes rather than the reverse
- Support for course design
- Support for team teaching

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

Cal Poly is very compartmentalized. This rigid administrative structure makes it difficult to develop broad interdisciplinary paths for education. The funding mechanisms for effective implementation of our GE program are opaque

Table 8

What are the strengths of Cal Poly's GE program?

- Students are able to interact with students and faculty outside of their major. Students introduced to topics outside their major often come with a greater sense of enthusiasm
- An avenue for building and maintaining writing skills

In what ways could the GE program be stronger?

- Uneven in regard to demand for certain courses and course offerings
- Balance writing skills development with larger class sizes
- Co-teaching across disciplines (incentives, support for faculty to engage in co-teaching)
- AP credit tends to undermine ability to create a common core experience. Students that delay GE courses have same effect
- GE could be better publicized and even more so, explained

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

There's a tendency to compartmentalize learning

Table 9

What are the strengths of Cal Poly's GE program?

Strengths:

- Broad coverage
- Prepares well-rounded students

Weaknesses:

- Limited number of courses in certain areas
- Considered "bothersome" by students
- Disjoined from major field of study
- "Love or hate" reaction to how the course is taught

In what ways could the GE program be stronger?

- Expand course selection by qualifying existing similar courses for GE
- Diversify sections of same courses
- Recognize foreign language courses under GE
- Year-long sequence of courses tied together with overarching, general theme to satisfy multiple GE areas and credits

Does our GE program function as a common core that helps to define us as a comprehensive polytechnic university? Why or why not?

- Yes, comprehensive education
- Yes, satisfies common core
- Not enough emphasis on the polytechnic nature in the GE

VI. Adjournment: 5:15pm

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE
805.756.1258

MINUTES OF
The Academic Senate
Tuesday, October 6, 2009
UU 220, 3:10 to 5:00 p.m.

I. Minutes: none.

II. Communications and Announcements: none.

III. Reports:

Regular Reports:

A. Academic Senate Chair:

B. President's Office: none.

C. Provost: none.

D. Vice President for Student Affairs: Morton announced a new website, which informs and educates the campus community on the status of the H1N1 flu.
<http://www.afd.calpoly.edu/ehs/h1n1/>

E. Statewide Senate: Senator Foroohar announced that statewide Academic Senate met on September 10-11 and approved a resolution on CSU budget priorities for 2010-2011 and a resolution regarding the concern over the governor's delay in appointing a CSU faculty trustee. LoCascio reported on system wide concerns with remediation, graduation rates, seamless transfers, and the possibility of a 24th campus – CSUOnline.

F. CFA Campus President: Saenz announced that CFA is asking the chancellor's office to consider the feasibility of golden handshake for next year. CFA-sponsored bill SB 218 (Lee), that would bring the campus Foundations and Corporations under the umbrella of the Public Records Act increasing transparency and accountability, passed both houses of the Legislature with only one NO vote and is on the Governor's desk awaiting his signature, or veto. The Governor has threatened to veto all bills on his desk unless the Legislature completes work on a plan to fix California's water problems.

G. ASI Representative: Griggs reported that ASI has been engaged in student government orientations, Board of Directors workshop, and the formation of a lobbying group.

H. Committee Chair(s): none.

Special Reports: none.

IV. Consent Agenda: none.

V. Business Item(s):

- A. Resolution on Furlough Vote and Implementation Plan (Executive Committee): this resolution was tabled until 10.27.09.
- B. Resolution on Furlough Implementation and Faculty Rights (Executive Committee): this resolution was tabled until 10.27.09.

VI. Discussion Item(s):

- A. College-Based Fees: Provost Koob stated that Chancellor Reed and President Baker continue to discuss under what conditions additional academic fees might be levied at Cal Poly. The Chancellor's Office has not issued an ultimatum to the campus or any final decision regarding the proposed College Based Fee increase. As you know, students endorsed the increase in March. In April, Chancellor Reed asked President Baker to defer implementation. In light of the state's continued budget challenges, it will likely be awhile before this matter is resolved.
- B. Academic Programs: Provost Koob discussed the need to scale down and shift responsibilities to maintain the best possible working conditions in these tough budget times. At this time, the following change are being discussed: move the catalog to the Office of the Registrar, Writing Skills will be moved to the College of Liberal Arts, Program Review and Assessment will go to Erling Smith, while General Education, Preface, and Honor's Program are under review.
- C. Enrollment Management: Koob explained that by managing enrollment, including increasing student throughput and enrolling more out of state or international students, Cal Poly can minimize the effects of budget reductions. This will allow faculty members more time to work on scholarship and professional development and possibly protect our entire faculty, including lecturers, from layoffs.

The meeting was adjourned at 5:00 p.m.

Submitted by


Gladys Gregory
Academic Senate

Continuous Course/Curriculum Summary For Academic Senate Consent Agenda

Note: The following courses have been summarized by staff in the Academic Programs Office for review by the Academic Senate Curriculum Committee (ASCC) and Academic Senate (AS)

Fall 2009 Review

Date Updated: October 19, 2009

NEW COURSES			
Course Number, Title	(Total Units) Mode	ASCC recommendation/ Other	Academic Senate (AS)
ARCE 449 Cold Formed Steel Design Laboratory	(3) 3 labs	Approved 10/15/09	Pending Fall 2009
ARCE 473 Advanced Timber and Masonry Structures Laboratory	(3) 3 labs	Approved 10/19/09	Pending Fall 2009
ART 371 Topics in Renaissance Art	(4) 4 lectures	ASCC Approved 10/15/09; Approved for GE Area C4 5/29/09	Pending Fall 2009
NEW MINOR			
Asian Studies Minor (History Dept)		Approved 10/15/09	Pending Fall 2009
NEW DEGREE PROGRAMS			

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-09

**RESOLUTION ON
FURLOUGH VOTE AND IMPLEMENTATION PLAN**

1 WHEREAS, Faculty at Cal Poly and throughout the CSU have had to deal with budget cuts all
2 too frequently; and
3

4 WHEREAS, Every budget cut negatively affects the students of the CSU by eroding the quality
5 of education that can be provided for them; and
6

7 WHEREAS, Every significant cut to campus budgets has affected faculty within the CSU in a
8 wide range of ways, including, but not limited to: job loss, faculty hiring freezes,
9 cuts to travel money used for professional development, cuts to library resources
10 needed for pedagogy, student projects, faculty and student research, and most
11 recently, furloughs; and
12

13 WHEREAS, The recent plan from the Office of the Chancellor to address the major budget
14 deficit of the academic year 2009-2010 was made without timely engagement in
15 shared governance practices between faculty, staff, students, and administrators;
16 and
17

18 WHEREAS, The 2009 faculty furlough vote lacked furlough implementation guidelines from
19 either the Office of the Chancellor or the CFA; and
20

21 WHEREAS, It remains unclear whether furlough days are commensurable with the way faculty
22 workload is distributed throughout any given day, week, or academic term; and
23

24 WHEREAS, The actual implementation of many faculty furloughs amounts to a reduction in pay
25 without a reduction in workload; therefore be it
26

27 RESOLVED: That the Office of the Chancellor and CFA refrain from arranging a furlough vote
28 in response to future financial strife unless it can be demonstrated that furloughs
29 are only considered as a last resort under conditions of absolute necessity; and be it
30 further
31

32 RESOLVED: That any such vote occur during the regular academic year; and be it further

33 RESOLVED: That the Office of the Chancellor and CFA do not allow a furlough vote to occur
34 without clear guidelines for implementing faculty furloughs in a fair and equitable
35 manner; and be it further
36

37 RESOLVED: That, absurdly, the most fair and equitable furlough implementation would consist
38 of a reduction in WTUs commensurate with the furlough required workload
39 reduction amount; and be it further
40

41 RESOLVED: That no faculty member shall be penalized in the RPT process for the
42 implementation of her or his furlough as long as the implementation followed
43 current approved guidelines; and be it further
44

45 RESOLVED: That this resolution be forwarded to the Office of the Chancellor, the CFA state
46 office, and the other Academic Senates of the CSU.

Proposed by: Academic Senate Executive Committee

Date: September 22 2009

Revised: September 29 2009

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-09

**RESOLUTION ON FURLOUGH IMPLEMENTATION
AND FACULTY RIGHTS**

1 WHEREAS, Both California Faculty Association (CFA) and The California State University
2 (CSU) acknowledge that budget cuts “will naturally have consequences for the
3 quality of education that we can provide”; and
4

5 WHEREAS, The side letter between CFA and CSU outlining the good faith terms for the
6 furlough implementation is complicated; and
7

8 WHEREAS, In these difficult times, faculty must be given sufficient latitude for implementing
9 the furlough while carrying out their job responsibilities; and
10

11 WHEREAS, The nature of faculty responsibilities defy a fixed time frame or percentages of
12 work per day/week; and
13

14 WHEREAS, In several colleges, faculty have been subject to measures that further complicate
15 the implementation of the furlough; therefore be it
16

17 RESOLVED: That the Cal Poly Academic Senate urge that the process for implementing the
18 furlough remain as simple as possible, in accordance with the CFA-CSU side letter
19 on the furlough; and be it further
20

21 RESOLVED: That campus rights be respected in choosing their own furlough plans according to
22 their professional judgment; and be it further
23

24 RESOLVED: That campus and college administrators abide by the guidelines of the side letter
25 agreement between CFA and CSU; and be it further
26

27 RESOLVED: That campus and college administrators refrain from imposing additional
28 restrictions or guidelines that further complicate, restrict, or constrain faculty
29 rights to reduce their workload in accordance with the furlough side letter; and be
30 it further
31

32 RESOLVED: That the Cal Poly Academic Senate deplore all forms of coercion that may be
33 brought to bear on faculty as they struggle to balance the need for furloughs
34 against meeting their job obligations; and be it further

35 RESOLVED: That the Cal Poly Academic Senate declare that any work reduction or furlough
36 arrangement that impacts curricular operations remain within the purview of the
37 faculty; and be it further
38

39 RESOLVED: That copies of this resolution be forwarded to the Provost, Associate Vice
40 President for Academic Personnel, the college deans, and department chairs/heads.

Proposed by: Executive Committee

Date: September 22 2009

CSU 7-28-09 Furlough Agreement with CFA

1. Preamble

- a. To preserve, in light of the reduction by approximately \$583,816,000 from the Legislature's February 2009 special sessions budget revisions of the state general fund support in the CSU 2008-09 and 2009-10 budgets, as many faculty unit jobs as possible and at the same time to serve as many students as possible without unreasonably increasing workload, while acknowledging that cuts of this magnitude will naturally have consequences for the quality of education that we can provide, CFA and CSU hereby agree to the following Memorandum of Understanding.
- b. The purpose of furloughs is to lessen the severity of layoffs by reducing compensation costs.

2. Definitions

- a. The term "furlough day" as used in this Agreement refers to a day on which a faculty unit employee is normally scheduled to work, or is in pay status, that is taken as an unpaid day off.
- b. The term "pay status" as used in this Agreement refers to the time in which a faculty unit employee is working or is on paid leave.

3. Furlough Days

- a. The President may designate specific furlough days as campus closure days, or partial campus closure days (including reduced administrative services days). For instructional faculty unit employees, campus closures or partial closures above shall be limited to six (6) days. Scheduling of additional furlough days shall be by mutual agreement of the faculty employee and the appropriate administrator. Absent mutual agreement, the appropriate administrator shall designate the furlough days for the faculty employee based on compelling operational needs of the campus and shall explain those needs in writing to the faculty unit employee.
- b. Full-time Academic Year faculty unit employees shall be subject to eighteen (18) furlough days during the 2009/2010 academic year. The pattern of days shall include no more than nine (9) furlough days per semester and six (6) furlough days per quarter. At

CSU/CFA FURLOUGH PROPOSAL

CSU Stanislaus the pattern of days shall include no more than eight (8) days in the fall term, two (2) days in the winter term, and eight (8) days in the spring term.

- c. Full-time 12 month Faculty Unit Employees shall be subject to twenty-four (24) furlough days between July 1, 2009 and June 30, 2010. 10 month employees shall be subject to no more than twenty (20) furlough days between July 1, 2009 and June 30, 2010.
- d. Full-time Faculty unit employees on a cruise calendar at the California Maritime Academy shall be subject to twenty (20) furlough days during the dates of the cruise academic calendar for 2009/2010.
- e. Salary Reduction – the salary reduction for Academic Year, Ten (10) Month and Twelve (12) Month Faculty Unit Employees shall be 9.23% of the annual salary.
- f. Furlough Credit – for each month in which a salary deduction is taken a corresponding furlough credit shall be given to the Faculty Unit employee.
- g. Furlough Observance - The Furlough Program shall allow a Faculty Unit employee to observe up to four (4) furlough days in a single calendar month. With the exception of this one-time observance no employee shall be subject to, or take, more than two (2) furlough days in any calendar month for a full-time faculty unit employee over the terms of this agreement. Due to the unique calendar at the California Maritime Academy, the parties agree that exceptions to the maximum observance days per week and per pay period may be made.
- h. A Faculty employee shall not be permitted to observe more than one furlough day in any workweek, except during one week during the month of the four (4) day exception in 3(g) above.
- i. Full-time Faculty Unit Employees who after June 30, 2008 voluntarily reduced their time-base shall be allowed to return to their prior time-base within thirty (30) days of the effective date of this MOU.
- j. The President may designate the day after Thanksgiving as a furlough day.
- k. For Academic Year Faculty unit employees, only those days that are workdays within the academic calendar may be used as furlough days.

CSU/CFA FURLOUGH PROPOSAL

- l. All furlough days must be taken before June 30, 2010.
- m. At the end of the negotiated Furlough Program, the President shall ensure that all Faculty unit employees have taken the appropriate number of furlough days commensurate with the salary reductions that have been made.

4. Employee Salary Rates and Schedules

- a. Each employee's pay reduction necessitated by furloughs shall be spread evenly over the months in which deductions are made. With an effective implementation date of August, this would mean an eleven month period for 10 month and 12 month employees (which equates to a 10.07% monthly deduction) or, for academic year employees, the 9.23% shall be deducted over the pay periods associated with the 2009/2010 academic year. For academic calendars in which the first pay period is September 2009, salary reductions will continue through the August 2010 pay period.
- b. Part-time employees shall be subject to furloughs on a pro-rated basis. Pro-ration shall be determined consistent with the employee's time base.
- c. Employees may not substitute vacation days, sick leave, or personal holidays for furlough days.

5. Faculty Unit Employee Workload

- a. The composition of professional duties and responsibilities of individual faculty members shall be determined as described in Article 20 of the CBA. The furloughs described herein shall not result in an unreasonable workload or schedule within the meaning of Article 20.3.
- b. Prior to starting their assignment for any term, pursuant to this agreement, Faculty Unit employees shall certify in writing that:
 - i. They will not work on the assigned furlough day; and
 - ii. They will not work beyond the duties assigned for the furlough week
- c. In order to effectuate the observance of the furlough for full-time librarian, counselor, or coaching employee(s), who are governed by the provisions in Articles 20.15 and 20.29, that week's assignment shall be reduced by (eight) hours per Furlough Day taken

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during that week. This provision shall apply pro-rata to any less than full-time librarian, counselor, or coaching employees.

- d. To address the impacts on probationary faculty caused by furloughs, the furloughs described herein shall have no adverse effect on the eligibility for, and award of, tenure pursuant to Article 13 and/or promotion pursuant to Article 14 for probationary and tenured faculty unit employees. At the request of a probationary faculty unit employee made to the appropriate administrator between July 1, 2009 and June 30, 2010, the probationary period of such employee will be increased, by one (1) year from the normal probationary period of six (6) years of full-time probationary service and credited service specified in Article 13.3 to a probationary period of seven (7) years of full-time service and credited service, provided that the request is received by the appropriate administrator before the first level of review has rendered its recommendation concerning an active application for tenure and/or promotion by the employee.
 - e. For the duration of the furlough program, no additional administrator or volunteer (who did not teach in Academic Year 2008/2009) may perform bargaining unit duties in a department in which faculty unit employees are subject to furlough.
6. Impact of Furlough Program on Salary Programs, Benefits and Retirement
- a. The Furlough Program shall not affect an employee's anniversary date or seniority credit or create a break-in-service. The Furlough Program shall not impact the accrual of vacation and sick leave or the payment of health, dental or vision benefits, or the Flex Cash Option.
 - b. The Furlough Program shall not impact compensation levels for the purposes of CalPERS retirement under the current Regulations. These benefits shall be based on the unchanged salary rate that would have been credited had the employee not been furloughed.
 - c. These furloughs also shall have not affect the eligibility for, award of, and amount of, leaves of absence with pay pursuant to Article 23, sick leave pursuant to Article 24, sabbatical leaves pursuant to Article 27, difference in pay leaves pursuant to Article 28,

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participation in the Faculty Early Retirement Program ("FERP") pursuant to Article 29, Pre-Retirement Reduction in Time-Base ("PRTB") pursuant to Article 30, and vacation pursuant to Article 34, except that a faculty unit employee may take a Furlough Day during such leave, participation in the FERP, PRTB, or vacation.

- d. These furloughs shall not constitute a break in service for any faculty unit employee and shall also not change the seniority date of any tenured faculty unit employee.
- e. The furloughs described herein shall not effect eligibility for, award of, and amount of any salary increases pursuant to Article 31, including, but not limited to, any salary increases accompanying a promotion pursuant to Article 31.5.
- f. The furloughs described herein shall have no adverse effect on the eligibility for, award of, and amount of upward movement on the salary schedule pursuant to Article 12.10 or range elevations pursuant to Article 12.16 through 12.20.
- g. Any FERP participant may request, and shall be granted, a leave of absence without pay for any academic term or terms beginning between July 1, 2009 and June 30, 2010. Such leave of absence without pay shall not adversely affect future participation in the FERP; specifically, any FERP participant taking such a leave of absence without pay shall be entitled actively to participate in the FERP for a total period of no more than five (5) academic or fiscal years.
- h. Any faculty unit employee may request subject to the terms of Article 22, Leaves Without Pay, a leave of absence without pay for any academic term or terms beginning between July 1, 2009 and June 30, 2010.
- i. Any tenured faculty employee who applies, and is otherwise eligible pursuant to Article 30, for a PRTB for any academic term or terms beginning between July 1, 2009 and June 30, 2010 shall be granted such a PRTB, and any tenured faculty unit employee currently holding a PRTB who applies for a further PRTB for any academic term or terms beginning between July 1, 2009 and June 30, 2010 shall be granted such further PRTB.
- j. Any full-time, three-year temporary faculty unit employee who is laid-off between July 1, 2009 and June 30, 2010 will be placed on the reemployment list and will have all

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rights of an individual on the reemployment list pursuant to Articles 12.7, 12.8, and 38.48.

- k. Additional Employment: For the period between July 1, 2009 and June 30, 2010, Article 36.4 shall be revised to read as follows:

"The '25%' overage as used in this Article shall be calculated as a percentage of the faculty unit employee's pre-furlough full-time workload or, when appropriate, full-time time base; or as a percentage of the faculty unit employee's pre-furlough full-time salary, whichever is greater. The total additional employment of the faculty unit employee shall not exceed the .25% overage."

7. Exemptions from Furloughs

- a. Faculty Unit employees whose salary is 100% funded from grants and contracts not funded from the state general fund, shall not be subject to this furlough agreement.
- b. Faculty Unit employees whose salary is partially funded from grants and contracts not funded from the state general fund, shall be subject to this furlough program pro-rata with the percentage of funds received from the state general fund used to fund that salary.
- c. Instructional Faculty Unit employees in 2322, Special Programs, and 2323, Extension for Credit, shall also not be subject to this furlough agreement.
- d. The Furlough Program does not apply to employees who are on a leave of absence without pay or on military leave. The Furlough program will not impact Family Medical Leave, Industrial Disability Leave and Non-Industrial Disability Insurance (NDI) Leave.

8. State-wide Labor Management Committees and Information Reporting

- a. The parties shall form a state-wide labor-management committee to monitor the effect of furloughs on workload during the period of this Furlough Program. Both the CSU and Faculty Unit employees shall make good-faith efforts to resolve workload issues arising out of the furlough with local campus management at the campus level before raising the issue to the attention of the state-wide committee.

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- b. This labor management committee shall be formed within thirty (30) days of the execution of this Agreement. Within forty-five (45) days of the execution of this Agreement, the LMCs shall meet and schedule routine meetings thereafter.
- c. For each academic term between July 1, 2009 and June 30, 2010, CSU will report to CFA within thirty (30) days of the start of such academic term (a) the name and department of faculty employees by campus who taught during the same academic term in the previous year and who do not teach during that academic term in this year; and (b) the name and department of faculty employees by campus who received health benefits during the same academic term in the previous year and who do not receive health benefits during that academic term in this year.

9. Reduction of Maximum Number of Furlough Days

If the 2008-2009/2009-2010 reductions in state general fund support are less than those detailed in The Legislature's Conference Committee Recommendations on the Budget Bill (approximately \$583,816,000), in an amount greater than \$58,000,000, or should the CSU negotiate and implement new salary increases such as General Salary Increases or Service Salary Increases with any CSU represented bargaining unit while any CFA represented employees are subject to furloughs, CFA may elect to meet and confer over the maximum number of furlough days allowed under this proposal.

10. Enforcement

Any alleged violation of this MOU shall be grievable pursuant to the procedures of Article Ten (10) of the Collective Bargaining Agreement between the parties.

11. Duration

The furlough program will be effective from July 1, 2009 to June 30, 2010.

For the CFA:

For the CSU:

Date

Bill Candella 7-29-09
Date

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-____-09

**RESOLUTION ON
THE CAL POLY STATEMENT ON COMMITMENT TO COMMUNITY**

BACKGROUND: The Committee on University Citizenship (CUCIT) is a University-wide standing committee charged with exploring issues and making policy recommendations related to the preservation and ongoing development of a vital, effective tradition of University citizenship at Cal Poly. The committee explores and makes recommendations on strategies designed to foster and expand:

- an engaged, civil, and mutually respectful classroom and other educational environments;
- a tradition of confident, effective, and civil public campus discourse that prepares students for active civic engagement and leadership roles;
- a greater awareness of factors that lead to hostile campus work environments and strategies for further promoting campus work environments that are free from harassment and characterized by mutual respect and support; and
- the civic engagement of students, faculty, and staff beyond the University—and for strengthening Cal Poly's role as a good institutional citizen in regional, state, national, and international contexts.

(Distilled from <http://www.president.calpoly.edu/committees/CUCIT.pdf>)

1 RESOLVED: That the Academic Senate accept and endorse the Cal Poly Statement on
2 Commitment to Community; and, be it further
3

4 RESOLVED: That the Academic Senate work with its University's administration in developing
5 plans and strategies to help realize the values of the Cal Poly Statement on
6 Commitment to Community.

Proposed by: The Academic Senate Executive Committee
Date: April 21 2009
Revised: April 28 2009
Revised: October 06 2009
Revised: October 13 2009

Cal Poly Statement on Commitment to Community

The Cal Poly community values a broad and inclusive campus learning experience where its members embrace core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity. Membership in the Cal Poly community is consistent with the highest principles of shared governance, social and environmental responsibility, engagement and integrity.

As students, faculty and staff of Cal Poly, we choose to:

- Act with integrity and show respect for ourselves and one another
- Accept responsibility for our individual actions
- Support and promote collaboration in University life
- Practice academic honesty in the spirit of inquiry and discovery
- Contribute to the university community through service and volunteerism
- Demonstrate concern for the well-being of others
- Promote the benefits of diversity by practicing and advocating openness, respect and fairness

Individual commitment to these actions is essential to Cal Poly's dedication to an enriched learning experience for all its members.

*Committee on University Citizenship
October 13 2009*

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-____-09

**RESOLUTION ON ADDITION TO
ACADEMIC SENATE *BYLAWS OF THE ACADEMIC SENATE*
TO INCLUDE PROCESS FOR FIRST AND SECOND READINGS**

1 WHEREAS, The Academic Senate of Cal Poly conducts its meetings in accordance with
2 *Robert's Rules of Order*; and
3

4 WHEREAS, The protocol for CSU Academic Senates as well as the statewide Academic Senate
5 is to submit an item in the form of a written resolution which is then deliberated
6 over two meetings as a first and second reading; and
7

8 WHEREAS, First and second readings allow for reflective consideration of issues brought
9 before the Senate; and
10

11 WHEREAS, *Robert's Rules of Order* does not address the deliberative process for first and
12 second readings; therefore be it
13

14 RESOLVED: That the following guidelines be used by the Academic Senate for first reading
15 items:

- 16 • a first reading is a time for suggestions to be made to a resolution for its
17 improvement. The resolution still belongs to its author and is not yet
18 amendable
- 19 • a motion to suspend the rules may be used to move time-sensitive
20 resolutions to second reading at the same meeting (a motion to suspend the
21 rules is debatable). Items cannot be moved to a second reading without
22 compelling reason
- 23 • if a matter is clearly noncontroversial, time may be saved by asking for
24 unanimous consent rather than making a formal motion to suspend the
25 rules
- 26 • the resolution may be moved to a second reading at a future meeting; and
27 be it further

28 RESOLVED: That the following guidelines be used by the Academic Senate for second reading
29 items:

- 30 • the motion to adopt the resolution must be moved and seconded before
- 31 debate ensues. It then belongs to the body and may be amended
- 32 • documents attached to a resolution are not amendable
- 33 • amendments of one sentence or more must be made in writing and
- 34 submitted to the Senate in advance; and be it further
- 35

36 RESOLVED: That Article V, paragraph D, of the *Bylaws of the Academic Senate* be added to
37 include the following provision:
38

39 First reading: voting on substantive resolutions (i.e., those involving University
40 policy or those in which the Senate takes a position on an issue) takes place in two
41 stages: first reading and second reading. In first reading, the resolution is
42 introduced and suggestions for improvement or clarification are in order in first
43 reading, but not amendments. The first reading of a resolution is concluded if (1)
44 there is no one remaining who wishes to speak on the resolution, (2) a motion to
45 close debate is passed (requires a two-thirds vote), or a motion is approved to
46 move the resolution to second reading (requires a two-thirds vote, debatable,
47 requires a compelling reason). If a matter is noncontroversial, rather than a motion
48 to suspend the rules, unanimous consent can be given by the body.
49

50 Second reading: voting on substantive resolutions shall take place only after a
51 second reading of the resolution at a meeting subsequent to the meeting at which it
52 was first introduced, except that the Academic Senate, by two-thirds vote of the
53 senators present, may waive this requirement. After the motion has been moved
54 and seconded, amendments may be presented for action by the Senate.
55 Amendments of one sentence or more must be made in writing and submitted to
56 the Academic Senate office in advance. Documents attached to a resolution are not
57 amendable.

Proposed by: Academic Senate Executive Committee

Date: October 13 2009

Revised: October 13 2009